Personal Narrative Writing Project

**Due: Wednesday, October 8th**

**WRITING PROJECT PREPARATION:**

Over the first four weeks of school, we read different **narratives**, or events told in story form. While we reviewed and read these stories, we paid close attention to *how* the author was using plot and main conflict to share an experience with us. We learned about:

* The different phases, or stages, in a story: Exposition, Rising Action, Climax, Falling Action, and Denouement.
* Main Conflict and Plot: We learned how a series of events in a story show us how the Main Conflict grows, changes, and develops before it is solved.
* Climax and Decision-Making: We also learned how an author uses special writing tools to let us know when the climax is happening and how a story involves a character making a big decision about his or her life, often between two **loyalties.**

**WRITING PROJECT DESCRIPTION:**

Now it is your chance to become authors! You will write a personal narrative about a time you were faced with a decision between two loyalties. Over the course of these two weeks, you will use what we have been studying in English to compose and craft your own **narrative** that has all the parts of a story—conflict, exposition, rising action, climax, falling action, denouement, plot—to share about a time you had to make a decision between two opposing forces (two sides of the **conflict** in your future story).

We will work through the planning, organization, writing, and editing process together to ensure that you are proud of the work you turn in on October 8th. This project requires:

* Organization of papers and materials
* Knowledge of the parts of a fiction story
* Comfort using detail, grammatically correct sentences, and written dialogue
* Excitement and creativity to tell your own story and become an author!

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| **Construct Measured** | 10 | 8 | 6 | 4 | 2 |
| **Writing Written Expression** | The student response:  ~Is **effectively** developed with narrative elements and is **consistently** appropriate to the task;  ~demonstrates **purposeful** coherence, clarity, and cohesion, making it **easy to follow** the writer’s progression of ideas;  ~establishes and maintains an **effective** style, attending to the norms of conventions of the discipline. | The student response:  ~is **mostly effectively** developed with narrative elements and is **mostly appropriate** to the task;  ~demonstrates coherence, clarity, and cohesion, making it **fairly easy** to follow the writer’s progression of ideas;  ~establishes and maintains a **mostly effective** style, while attending to the norms of conventions of the disciple. | The student response:  ~is developed with **some** narrative elements and is **somewhat appropriate** to the task;  ~demonstrates **some** coherence clarity, and/or cohesion, making the writer’s progression of ideas **usually discernable but not obvious**;  ~has a style that is **somewhat** effective, **generally** attending to the norms and conventions of the discipline. | The student response:  ~is **minimally** developed with **few** narrative elements and is **limited in its appropriateness** to the task;  ~demonstrates **limited** coherence, clarity, and/or cohesion, making the writer’s progression of ideas somewhat clear;  ~has a style that has **limited** effectiveness, with **limited awareness**  of the norms of the discipline. | The student response:  ~is **underdeveloped** and/or **inappropriate** to the task;  ~**lacks** coherence, clarity, and cohesion;  ~has an **inappropriate** style, with **little to no awareness** of the norms of the discipline. |
| **Writing Knowledge of Language and Conventions** |  | The student response to the prompt demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be **few minor errors** in mechanics, grammar, and usage, but meaning is clear. | The student response to the prompt demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear.** | The student response to the prompt demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding.** | The student response to the prompt demonstrates **no command** of the conventions of standard English. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding.** |
| **Use of Dialogue and Detail** | The student response:  ~**effectively utilizes** detail **throughout** the narrative piece, showing and not merely “telling” the story.  ~demonstrates **full command** of the conventions of using quotations of dialogue in narrative writing. | The student response:  ~ **mostly effectively** utilizes detail in **portions** of the narrative piece, but the writer does not fully integrate details into his or her writing.    ~ **mostly effectively** demonstrates an understanding of how to incorporate quotations of dialogue in narrative writing. | The student response:  ~ includes **some** detail in the writing, but does so in an **inconsistent and superficial** manner.  ~ **attempts to include** portions of dialogue in the narrative, but does so in a grammatically inconsistent manner. | The student response:  ~ includes **few** details that demonstrate limited understanding of the importance and purpose of literary detail.  ~ includes dialogue in a **mostly incorrect** manner that **distracts** from the meaning and purpose of the narrative or a portion of the narrative. | The student response:  ~ includes **minimal** or **no details**.  ~ includes **no quotations** of dialogue. |